

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

What is the Work of the Family?

Practical Problem

What should be done about the work of the family?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit, Ohio State University, 1996. Vocational Instructional Materials Laboratory

Background Information for this Lesson

Career and Family Leadership, Content Module 3

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

D. 1 Investigate the work of the family

Missouri Show-Me Goals/Standards Addressed

1.1 Develop questions and ideas to initiate and refine research

1.8 Organize data, information and ideas into useful forms

CA7 Identifying and evaluating relationships between language and culture

National Family and Consumer Sciences Standards Addressed

6.1.1 Examine family as the basic unit of society

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. List ideas on what work and family means. (Knowledge)
2. Define work and family. (Knowledge)
3. Compare/contrast the work of families past and present. (Comprehension)

Instructional Strategies

1. List ideas on what work and family are. (Knowledge)
Ask students to individually list ideas of what work is, then to list ideas of what a family is.
Share their list as a table team. (Communication)

Questions for Discussion/Formative Assessment

1. *What is the work of the family?" What similarities/differences did you noticed?*
2. *How would the lists you created help you to define work and family?*
3. *Why is it important for you and your family to have a definition of work and family?*

2. Define work and family. (Knowledge)

Ask students to read the definitions of work and family from the background material (p. 107, *Career and Family Leadership*). As a table team select the definition that best fits your lists of what work is and what family is. (Critical Thinking, Cooperation, Leadership)

Share with the rest of the class. Defend your decision. As a class, agree on a definition for work and for family.

Questions for Discussion/Formative Assessment

1. *Why do you think that it is so difficult to define work and family?*
2. *How did you use critical thinking to help define work and family/to defend your definition if necessary?*
3. *How would the definition agreed on in class fit your family?*
4. *How would the definition agreed on in class fit families 50 years ago?*
5. *What cooperation skills did you use to reach a definition?*
6. *What leadership skills were used as a part of your teamwork?*

3. Compare/contrast the work of families past and present. (Comprehension)

Watch 5 to 10 minute portions of a current and old popular television show. Ozzie & Harriet, I Love Lucy, Leave it to Beaver, Happy Days, Full House, etc.

Ask students to complete a Venn diagram, p. 71 (*Alternative Assessment*), to compare and contrast the work of the families past and present. Use information from the movies and from personal knowledge. (Critical Thinking)

Ask the students to share with their family how the work of the family has changed. Gather ideas for a written response to: "What is the work of my family? How has my family changed?" (Leadership, Communication)

Questions for Discussion/Formative Assessment

1. *How accurately do these TV families represent what happens in real life?*
2. *What did the parents do in these families?*
3. *What responsibilities do all members have?*
4. *What chores do all members share?*
5. *How have families changed?*

Questions for Discussion/Formative Assessment (Debriefing)

1. *What is the work of the family? Why is it important?*
2. *What experiences might influence a person's perception or definition of family?*
3. *In what ways has the work of the family changed over time? Not changed? Why have they?*

Assessments

Pencil/Paper:

1. Write a description of the work of the family. (Knowledge)
2. Define work and family. (Knowledge)

3. Explain in a written paragraph how the work of your family has changed.
(Comprehension)

Classroom Experience:

1. Compare and contrast the work of the family in the past and present using a Venn diagram. Present your diagram to the class. (Comprehension)

Application to Real Life:

1. Summarize personal views of the work of the family and share with family members. Write a reflection paper about your experience. (Comprehension)